



GRADE

8

# Instructional Materials

FOR THE

# CRITERION REFERENCED TEST

Nevada

Grade 8

READING

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Dear educators,

The following materials, developed in cooperation with the Nevada Department of Education and our educational laboratory, WestEd, are designed to be used as part of a guided instructional activity to support student performance on assessments. While these materials can provide students with practice in answering assessment items, we believe it is critical that these materials be used to help students understand the elements of the state assessment and to guide them in the use of effective strategies that will support their ability to comprehend and take a variety of assessments. If you choose, however, to use this support document solely as a practice activity, we highly recommend that you go back over each item with students and investigate each response to better understand their knowledge of the assessment.

**Purpose of Reading Text**

The purpose of reading must be taught to students. The state criterion-referenced tests include four types of reading passages: literary, informational, functional, and persuasive (only at grades 6 and 7).

**What is the purpose of reading these types of texts?**

1. Literary text – to identify, describe, analyze, and compare characters, character traits, themes, settings, sequence, plot, conflict, resolution of conflict, and figurative language, and to make inferences and predictions.
2. Informational text – to locate essential information from text features, distinguish between fact/opinion, determine cause/effect, identify or describe main ideas, draw conclusions about text, summarize an author's ideas, evaluate an author's ideas and arguments, assess evidence to support an author's ideas, and identify unsupported or faulty reasoning of an author's position.
3. Functional text – to locate information, determine the main idea, draw conclusions, summarize information, and determine an author's purpose.
4. Persuasive text – to evaluate how an author's ideas shape the text, summarize an author's ideas, and assess the reasonableness of evidence.

When students understand the types of questions that can be asked for a given type of text, they can be better prepared for the assessment. By using these materials, you can identify, read, and discuss these different text types and the corresponding knowledge and skills students are expected to demonstrate. These same reading analysis skills can be applied to reading for core classes such as math, science, and social studies.

## **Vocabulary Knowledge**

The Nevada Department of Education believes that students are not thoroughly being taught the content and vocabulary of the Nevada Reading Content Standards. For example, character traits, author's purpose, main idea, cause/effect, fact/opinion, analyze, and predict are terms used in the assessments at grade-appropriate levels.

Students in Nevada, therefore, must have repeated experiences with **hearing** (oral vocabulary), **reading**, and **writing** the vocabulary of the standards in order to be successful on the state test as well as classroom and district tests.

Make sure that your students know the language of the standards that are being tested. They should be able to recognize the vocabulary of the standards when you discuss them in class and read them in texts, and they should be able to effectively use the words in their writing.

## **Types of Questions**

The reading test includes two basic types of questions—multiple-choice items for all grades (3 through high school) and written-response items for grades 4 – 8. To help prepare students for written-response questions, we have provided you with:

1. the student checklist (included in the student test booklet at grades 4 and 5)
2. the general student rubric (included in the student test booklet at grades 6 through 8)
3. item-specific rubrics

With guided instruction, students can become familiar with the different types of questions used on the state assessments. They can learn to use the checklist or rubric to determine if they have answered the written-response questions completely. Familiarity with the tools provided as part of the test and the vocabulary of the standards can result in less anxiety on the part of students and teachers. (Please note that the student checklist and general rubric can be on the walls of your classroom throughout the school year. As you assign written-response questions, students can use these tools as they develop their answers.)

These types of questions allow for the assessment of different levels of cognitive demand. The questions are developed so that students cannot just skim and scan the passages to find the answers; they must go back and re-read the text to determine the correct answer, including drawing inferences and conclusions from what they have read. Teaching students to identify, write, and use different levels of questioning skills as they read can only lead to improved achievement on classroom, state, and national assessments. We suggest that you engage students in question writing so they not only can recognize these levels of questions but can begin to formulate them as well.

## **Cognitive Ability Levels**

The assessment of reading as part of Nevada's Proficiency Examination Program includes the assessment of three cognitive ability levels. These ability levels are based on the National Assessment of Educational Progress (NAEP) Aspects of Reading.

**Forming an Initial Understanding (A-1)** – Questions at this level assess the students' initial understanding of what is read. For A-1 questions, the answers can be found directly in the text or as a simple restatement of information found in the text. In addition, some Standard 1 questions (e.g., demonstrate knowledge of prefixes, suffixes, roots, base-word structures, Anglo-Saxon-, Greek-, and Latin-derived roots) are coded as A-1 items.

**Developing an Interpretation (A-2)** – Questions at this level assess the ability to extend initial understanding to develop a more complete understanding of what was read. This process may involve linking information across parts of a text as well as focusing on specific information.

Questions that assess this aspect of reading include drawing inferences about the relationship of two pieces of information and determining evidence as support for an action.

**Determining a Critical Stance (A-3)** – Questions at this level require students to stand apart from the text, consider the entire text objectively, and evaluate its quality and appropriateness. Examining textual content and structures requires critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor, and organization.

### **Length of Passages**

WestEd constructs the test forms and includes a range of passage lengths within the grade-level tests. NDE and WestEd believe that it is important for students to have opportunities to read passages of differing lengths as a part of the regular curriculum. Students should have experience in sustaining comprehension with passages of varying lengths. We do not want students to be surprised by the volume of reading required on the state assessment.

The following represent the guidelines for passage lengths for each grade level:

Grade 3	300 – 500 words
Grade 4	300 – 550 words
Grade 5	400 – 700 words
Grade 6	400 – 800 words
Grade 7	500 – 950 words
Grade 8	500 – 1000 words
HSPE	500 – 1200 words

Note: Poetry and functional text typically do not meet these word-count guidelines.

Students should be made aware of the length of the test at their grade level, as well as passage lengths for successive grades. We believe this will allow them to understand, for example, what a 500-word text actually looks like, so they are not overwhelmed on the day of the test when they encounter one of the longer passages.

We hope that interaction with these instructional support materials will lead to lowered anxiety and better understanding of the assessment task that is being presented to students. If you have questions about the reading materials or how to embed this information into your curriculum, please contact Tracy Gruber at [tgruber@doe.nv.gov](mailto:tgruber@doe.nv.gov) or call (775) 687-9251, and she will work with you on making these documents beneficial to you and your students.

Cindy Sharp  
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Nevada Department of Education

Name: \_\_\_\_\_

# Reading

## Grade 8

This booklet contains reading questions for you to answer. There are two types of questions in this booklet. For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. The written-response questions require you to give a written response to a question as indicated in the booklet. You will be given a separate sheet of paper to answer these questions.

Each written-response question is worth up to 3 points. The rubric below is provided to help you understand how your answer will be scored. Use the rubric to guide you as you answer each question.

Score Point	Expectation
<b>Full Credit</b>	<ul style="list-style-type: none"><li>• Your response demonstrates understanding of the reading.</li><li>• Your response addresses all parts of the question.</li><li>• Your response includes enough related details to support your answer.</li></ul>
<b>Partial Credit</b>	<ul style="list-style-type: none"><li>• Your response demonstrates understanding of the reading.</li><li>• Your response addresses only part of the question.</li><li>• Your response includes some details to support your answer.</li><li>• Your response may include details that do not support your answer.</li></ul>
<b>Minimal Credit</b>	<ul style="list-style-type: none"><li>• Your response demonstrates a limited understanding of the reading.</li><li>• Your response includes few details to support your answer.</li><li>• Your response includes unrelated and inaccurate details.</li></ul>
<b>No Credit</b>	<ul style="list-style-type: none"><li>• Your response is incorrect.</li></ul>

The narrator of this passage reflects on the connection between math, her family, and her culture. Read the passage. Then answer questions 1 through 7.

## Math and After Math

by Lensey Namioka

“Seven!” shouted the teacher.

Or did he shout “Four”?

I shrank down in my seat. Math class was an absolute nightmare. The teacher scared me so much that my hands got sweaty, and my fingers slipped on the abacus beads.

I was in the second grade when I discovered that I suffered from abacus anxiety. The trouble was that I was going to a school where the teacher spoke a different dialect<sup>1</sup>. I grew up with Mandarin, the dialect spoken by the majority of the Chinese. When the eastern part of China was occupied by the Japanese, our family moved inland, to a region where I could barely understand the local dialect.

Writing was pretty much the same in any dialect, so in language and history classes I didn’t have trouble with what was on the blackboard. My problems started in the math class, where we had to learn the abacus. Before the days of the calculator, the abacus was the main tool for adding and multiplying. It still is, in many parts of China (as well as countries like Japan and Russia).

The abacus teacher would shout out the numbers he wanted us to add or multiply. My ears didn’t always understand what he said, so seven, for instance, sounded a lot like four.

Until that class, math was one of my better subjects, especially when it came to multiplication. Years later, when we emigrated to America, I was astounded to hear one of my American friends recite the multiplication table:

“Two times one is two. Two times two is four. Two times three is six. . .” It seemed to take forever.

The multiplication table is much shorter in Chinese. One reason is that the Chinese names for numbers are all one-syllable. We don’t have numbers like *seven*.

Also, we omit words like *times* and *equals* while reciting. Instead of “Seven times two equals fourteen,” we say, *Er qi shi si*, or literally, *two seven fourteen*. So we do it in four syllables instead of eight.

The best trick is that we memorize only half as many entries, because we know that seven times two is the same as two times seven. (I learned later this was called the Commutative Law.)

This meant I could rattle off the multiplication table about three times faster than my American classmates. But I learned the table even faster than my Chinese classmates. The reason was that I sang it.

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<sup>1</sup>**dialect:** a form of speech spoken in a certain district or by a given group of people

“You can remember a tune better than a string of numbers,” my father told me. “So I want you to sing the multiplication table.”

The standard way to teach musical notation in Chinese schools was to give numbers to the diatonic scale: *do* was one (not a female deer), *re* was two (not a ray of sunshine), *mi* was three, and so on. When I had to remember that two times seven was fourteen, my father told me to hum the little tune *re ti do fa*. This was not a pretty tune, but certainly stuck in my mind.

Following Father’s suggestion, I learned the multiplication table very quickly, and even now I still hum. The other day, when I was in the store buying candy bars, I noticed another customer staring at me. I was trying to figure out if my fistful of change was enough for four candy bars, and I must have been humming as I multiplied.

When I entered American schools, my best subject was math. I didn’t need to know much English to manage the Arabic numbers, and my Chinese school had been a year ahead of American schools in math (because of shorter multiplication tables, maybe).

After a while I realized that my classmates found me weird. During our early years in America, my family lived in towns where there weren’t too many Asians, and I looked different from everybody else in class. It turned out that my weirdness wasn’t just because I looked different, or because I hummed funny tunes.

“How come you’re so good at math?” asked one of my classmates.

“Why shouldn’t I be?” I asked.

“You’re a girl!”

In America, apparently, it was unusual for a girl to be good at math. It was different in China, where women were good at figures. They regularly kept the household accounts and managed the family budget.

A few years ago, I saw a movie about Chinese Americans called *Dim Sum*. A Chinese man who ran a restaurant in Chinatown brought his receipts to a woman friend, who figured out his accounts for him.

My American friends found the situation strange. “It’s not unusual at all,” I told them. “In my family, for instance, my mother made the major financial decisions.”

In fact, my mother made a financial killing when we were living in Berkeley, California. A neighbor took her to a land auction. A piece of land near our house was offered for sale, and Mother thought it would be fun to bid on it. Someone was bound to top her bid, she thought.

She was stunned when nobody else made a bid, and Mother found herself the owner of a large plot of land.

As she and her friend prepared to leave the auction room, a man rushed up to them. He was a realtor who had planned to bid for the land, but had arrived at the auction too late.

“I’ll give you whatever you paid, plus something extra,” he told Mother.



“No, thank you,” said Mother. “I’m quite happy with the purchase.”

The realtor raised his offer, but Mother still turned him down. He became frantic. “Look, I’ll go as high as two thousand dollars above your bid!”

This just made Mother more stubborn. “No, I want to keep the land.”

The realtor obtained our address and phone number, and immediately called our house.

When Father answered the phone, the realtor shouted, “Do you know what your wife just did? She threw away a chance to make two thousand dollars!”

“I’m sure she had her reasons,” Father answered calmly. Nothing that the realtor said could disturb him.

The land turned out to be an excellent investment, and helped to provide a tidy nest egg for my parents in their old age.

MATH AND AFTER MATH, by Lensey Namioka, copyright © 1994, from GOING WHERE I’M COMING FROM, ed. by Anne Mazer. Reprinted by permission of Lensey Namioka. All rights reserved by the author.

Answer the following questions about the passage “Math and After Math.”

**1** Why does the narrator have trouble learning to use an abacus?

- A** She cannot read the information written on the blackboard.
- B** The new math tables are more complicated than the old tables.
- C** She cannot understand the instructions shouted by the teacher.
- D** The beads on the abacus are difficult to maneuver with her fingers.

**2** Why does the narrator’s father teach her to sing the multiplication table?

- A** to help her translate numbers
- B** to improve her musical skills
- C** to help her impress her classmates
- D** to improve her memory of numbers



**3** In addition to being good at math, the narrator's mother can **best** be described as

- A greedy.
- B shrewd.
- C satisfied.
- D humorous.

**4** Read these sentences from the passage.

**"I'm sure she had her reasons,"  
Father answered calmly. Nothing that  
the realtor said could disturb him.**

The sentences show that the narrator's father is

- A furious at the realtor.
- B supportive of his wife.
- C flustered by the phone call.
- D uninterested in the land purchase.

**5** Based on the passage, which word **best** describes how the narrator feels toward her mother?

- A bewildered
- B protective
- C entertained
- D admiring

**6** Read this sentence from the passage.

**The land turned out to be an  
excellent investment, and helped  
to provide a tidy nest egg for my  
parents in their old age.**

What does the phrase nest egg mean in this sentence?

- A tale to tell
- B place to live
- C sum of money
- D reason to worry

**Write your answer to Question 7 on a separate piece of paper. Be sure to answer Parts A and B.**

**7**

The narrator's view about a girl being good at math is different from that of her classmates.

**A** Describe the narrator's view about a girl being good at math.

**B** Explain how she developed that view. Use details from the passage to support your response.



*Although the Wright brothers, Wilbur and Orville, invented the first successful airplane, they could not have imagined the advances that would be made in aviation or how their invention would change civilization. Read the passage. Then answer questions 8 through 14.*

## **First Flight**

by Glen Phelan

### **Flying Toys**

- 1 Did you have a favorite toy as a child? The Wright brothers did. Their father brought it home one day in 1878. Wilbur was 11 and Orville was 7. Their father hid the surprise in his hands as the boys tried to see what it was. Then he tossed it into the air.

The boys had never seen anything like this new toy. Two propellers were connected by a tightly wound rubber band. As the rubber band unwound, the propellers spun. The toy rose straight up and hovered for a few seconds. Then it floated to the floor.

- 3 Wilbur and Orville called the toy the Bat. They played with it until it broke. What do you think they did then? Throw the Bat away? Not the Wright brothers. They looked at how it was put together. Then they built a new one. Then another and another. Each version was better.

That's how Wilbur and Orville were—curious. They wanted to know how things worked. The boys learned what they could from books, then tinkered with gadgets and machines.

### **Wheels and Wings**

First the Wright brothers had to find out what others had learned so far. They read everything they could. Then they wrote to other aviation pioneers for advice.

- 6 They concluded that a flying machine needs three basic things:
1. wings to lift itself into the air,
  2. a source of power for moving through the air, and
  3. a way for a pilot to control the machine in flight.

Others had partly solved the first two problems. People already knew that wings should be curved on top. This shape helps create lift, or an upward push, as the wing slices through the air. Experts also knew that an engine and propellers could move the machine through the air.

### **Books and Buzzards**

The biggest problem was controlling the aircraft during flight. Some gliders used rudders to move right or left. Yet the wind—even little gusts—could make a flying machine wobble from side to side. To fly smoothly, a pilot would have to keep the wings balanced. But how?

- 9 The Wrights found the answer by watching large birds called buzzards. A soaring buzzard keeps its balance by twisting the tips of its wings in different directions. The brothers wondered if they could warp, or twist, the ends of aircraft wings. That would solve the control problem.

Wilbur and Orville tried their idea on a kite. It had two five-foot wings—with strings attached to the tips. Pulling the strings would warp the wings. So did wing-warping allow the Wrights to control the kites? Yes!



**Trials and Tunnels**

Next the Wrights built a full-size glider. To test it, they needed strong, steady winds. They found them on a stretch of beach near Kitty Hawk, North Carolina. That's where they took their glider in September 1900.

- 12 For a month, the brothers camped on the beach. Wilbur did the flying. He lay down on the lower wing. Orville held one end of the wing and ran into the wind until the glider took off. The longest glide lasted 20 seconds and covered almost 400 feet.

Over the next two years, the Wrights built bigger and better gliders. But the aircraft still didn't have enough lift. That meant the wing design needed more work.

To find just the right shape for their aircraft's wings, the Wright brothers built a wind tunnel. It was a wooden box with a fan at one end. By putting model wings into the box, the inventors could see which shape worked best.

- 15 The Wright brothers returned to Kitty Hawk in August 1902 with their best glider ever. This time, Wilbur and Orville took turns flying. For the next month, they made almost a thousand trial flights. They had become the world's greatest flight experts.

**Powered Flight**

Now they were ready for the last big step—adding power.

Back in Dayton, the Wrights worked on the final pieces of their aircraft: an engine and propellers. Car engines were too heavy, so they built their own.

- 18 They used their wind tunnel to find the right size and shape for the wooden propellers. Bicycle chains connected the engine to the propellers, making them turn. Wilbur and Orville called the machine *Flyer 1*. Would the invention live up to its name? They'd soon find out.

The Wrights arrived at Kitty Hawk in late November 1903. There were problems from the start. Storms and freezing weather made it difficult to put *Flyer 1* together. Then the propeller rods cracked. Orville had to go back to Dayton to make new ones.

By December 15, all was ready. Wilbur won a coin toss to see who would fly first. As the machine lifted into the air, he pulled hard on the controls—too hard. *Flyer 1* quickly crashed into the sand. Repairing it took two days.

- 21 Now it was Orville's turn. The brothers shook hands. Orville took the controls, and Wilbur steadied the wing. Just as the craft lifted into the air, an assistant took a famous photograph.

The flight lasted only 12 seconds and covered just 120 feet. The plane jerked up and down the whole time. All the same, that tiny trip was a huge success.

For the first time in history, a heavier-than-air machine, moving by its own power, had carried a passenger during a controlled flight. In other words, *Flyer 1* was the first airplane. The age of aviation had begun!

Answer the following questions about the passage “First Flight.”

**8** The **main** idea of the section labeled “Books and Buzzards” is that the Wright brothers

- A enjoyed watching birds.
- B liked to read books about birds.
- C studied what other people had written about flight.
- D observed birds to solve an aviation problem.

**9** The first problem the Wright brothers had was that the wind could make a flying machine

- A go farther.
- B become unsteady.
- C push upward.
- D crash immediately.

**10** Why does the author include the information about the Wright brothers’ favorite toy?

- A to show that they had an early interest in flight
- B to describe the way they learned to work together
- C to prove that they were the first to experiment with flight
- D to illustrate the difficulties they overcame to be successful

**11** What problem did the Wright brothers still face after thousands of successful glider flights?

- A producing enough aircraft to meet demand
- B convincing the world that aircraft can be safe
- C creating an aircraft that flew under its own power
- D figuring out how to control the direction of an aircraft

**12** Which section tells about the science behind flying machines?

- A Flying Toys
- B Wheels and Wings
- C Books and Buzzards
- D Powered Flight

**13** Based on the passage, which word **best** describes the Wright brothers?

- A private
- B secretive
- C ambitious
- D irresponsible

Write your answer to Question 14 on a separate piece of paper. Be sure to answer Parts A and B.

**14**

It took a long time and hard work for the Wright brothers to build a machine that flew.

- A Name **two** problems the Wright brothers faced prior to their successful flight on December 17, 1903.
- B Explain how the Wright brothers solved each of the two problems you named in **Part A**. Use details from the passage to support your response.



*After turning 100 years old, sisters Sarah and Elizabeth Delany wrote their first book, recounting their impressions as African-American women in the United States during the 1900s. Read this excerpt from their book, Having Our Say: The Delany Sisters' First 100 Years. Then answer questions 15 through 21.*

### **An Excerpt from *Having Our Say: The Delany Sisters' First 100 Years***

by Sarah L. Delany and A. Elizabeth Delany

1 We made our first trip to New York City with our Mama in 1915. We took the train from Raleigh to Norfolk, then took a boat to New York, which cost us eight dollars each. The boat left Norfolk in the afternoon. We slept on cots on the open deck, and woke up just as the boat pulled into New York Harbor.

2 Somebody asked us if we remembered seeing the Statue of Liberty as we pulled into the harbor. Tell you the truth, we didn't care too much about it. The Statue of Liberty was important to white European immigrants. It is a symbol to them. We knew it wasn't meant for us.

On that first visit, we could not get over the size of New York. Papa had been there once, and had tried to describe it, but it was beyond our imagination. The bridges and buildings were on a massive scale compared to anything we had ever seen.

4 And there were so many different kinds of people, from all over the world. In North Carolina, there were white people, Negroes, and Indians. That was it. In New York, there were Irish people, German people, Jewish people, Italian people, and so on. So many different white people! And they ate different foods, and you could smell strange things cooking when you walked by people's apartments in the nice weather when their windows were open. And you'd hear these voices, speaking languages, well, you could only guess what exotic place they were from, and what they were saying.

You could buy anything in New York. We had thought we were so sophisticated, being from Raleigh, where you could get things like fruit from Florida shipped in by train. That was a big deal! But in New York, Raleigh seemed pretty small.

6 On that first trip we stayed with friends of the family for a few days, then we went home. But we wanted more! So when we returned to Raleigh, we talked to Papa about us moving to New York to attend college. Our brother Harry was already there, working as a Pullman porter, saving money to attend New York University. By then we were grown women, twenty-four and twenty-six years old, and toughened up by our rural teaching years. So when a Presbyterian minister asked Mama, "Aren't ya'all afraid to let those girls go up to Harlem-town?" Mama said, "No, I'm not afraid to let my girls go anywhere. We've taught them right from wrong and if they don't do what's right, there's nothing we can do about it."

So we had Mama and Papa's blessing, sort of. Of the two of us, it was Sadie who made the move first, in 1916, followed by Bessie a year and a half later. Eventually, all of us Delany children, except Lemuel, moved to New York City.

8 Now, it was awfully hard to find an apartment in Harlem then. There were a lot of colored folks coming to Harlem at the same time, looking for a new life. So looking for an apartment was like a full-time job in itself. You'd have to go from one place to the next, and the super would say, "There's not room now, but come back next month and see." And you'd come back, but somebody had always beat you to the punch.



Our brother Lucius was the first one of us to get an apartment and he let us all move in with him. So there we were, Sadie, Bessie, Julia, Hubert and Lucius living together in a three-room apartment at 2505 Seventh Avenue at the corner of 145th Street. This was in about 1919. Our share of the rent was nine dollars each.

- 10 Poor Lucius! It was his apartment, but his sisters were the boss. Sadie was the oldest, and therefore the head of the household. It worked like this: When a decision had to be made, Sadie had the last word, but Bessie kept everybody in line. Now, Lucius was the best looking one in the family. He was so good-looking the women would go crazy. And for a while, there was this girl who was flirting with Lucius who just about annoyed us all to death. She would ring the buzzer, and when we'd run down five flights of stairs from our apartment to open the door, there would be no one there. We finally figured it out, and Bessie straightened Lucius right out. She said, "Lucius, our Mama and our Papa trusted us to come live here. We must behave in an adult fashion. We must not let them down!" and Lucius listened. He was a good brother. That girl didn't come around anymore.

Still, it wasn't always easy living with our brothers. They would take our brand-new stockings and wear them on their heads at night, to straighten their hair. Ooh-weeee, did that ever make us mad! . . . We just worked like dogs, trying to improve ourselves, and counting our blessings that we had the chance. As far as we were concerned, Harlem was as close to Heaven as we were going to find on Earth.

Excerpt from "Having Our Say: The Delany Sisters' First 100 Years" by Sarah L. Delany and A. Elizabeth Delany. Copyright © 1993 by Sarah L. Delany and A. Elizabeth Delany. Reprinted by permission of William Morris Agency, Inc. on behalf of the authors.

Answer the following questions about the passage "An Excerpt from *Having Our Say: The Delany Sisters' First 100 Years*."

- 15** Why were the Delany sisters amazed by the people in New York City?

A The people talked all the time.  
B The people lived in fancy apartment buildings.  
C The people were from many different cultures.  
D The people worked hard to improve their lives.

- 16** The Delany sisters moved to New York City in order to

A find better jobs.  
B live in a larger home.  
C get a higher education.  
D take care of their brothers.





**17** According to the passage, which of the Delany children advised the others on the correct way to behave?

- A Lucius
- B Sadie
- C Harry
- D Bessie

**18** Based on the passage, which word **best** describes how the Delany sisters felt about their life in Harlem?

- A surprised
- B accepting
- C confused
- D fortunate

**19** The Delany sisters **most** likely wrote this passage in order to

- A persuade others to follow in their footsteps.
- B inform others about their life experiences.
- C predict what life in the city would be like for others.
- D entertain others with imaginary adventure stories.

**20** In paragraph 8, the phrase beat you to the punch means others had

- A gotten there earlier.
- B moved in next door.
- C made the super angry.
- D finished the refreshments.

Write your answer to Question 21 on a separate piece of paper.

**21**

Describe the character traits that helped the Delany sisters to succeed in New York City. Use details from the passage to support your response.



*Do you believe in sea monsters? Read this passage about sea monsters and the men who have seen them. Then answer questions 22 through 27.*

## When Monsters Meet . . .

by John Koster

With a thunderous boom, the torpedo struck the British steamer *Iberian*. It was a direct hit. German Commander Baron Georg von Forstner and his men watched from the bridge of their submarine U-28 as the British freighter began to sink. The ship's stern sank first, then the bow reared up like a tombstone sticking out of the gray water. Finally the bow slid under the surface, and the ship disappeared out of sight. A few seconds later, the *Iberian* exploded underwater with a flash and a rumble. A huge rush of water boiled to the surface, and in the foam and wreckage the six Germans saw the strangest sight they'd ever seen.

Kicking and struggling in the swirl of white water was a gigantic sea animal. The Germans—three officers and three enlisted sailors—all saw the same thing. The animal was about sixty feet long and shaped like a crocodile, with powerful webbed feet and a long tapering tail. Caught in the rush of water from the ship's final explosion, the beast floundered around for a few brief moments before it disappeared beneath the waves again.

Not one of the men on the U-boat had ever seen such an animal before. Puzzled, they clambered down the hatch into their submarine and looked through their natural history books. There was nothing that resembled this beast in any of the books they had on board.

"We did not have time to take a photograph, for the animal sank out of sight in ten or fifteen seconds," Baron von Forstner wrote. He and his men called the monster "the underwater crocodile" probably because they were embarrassed to call it a sea serpent.

This happened during the First World War in July 1915 when the new German U-boat proved to be a deadly weapon. While the British tried to starve out the Germans with a blockade, a barrier in which British surface ships kept merchant ships from using German harbors, the Germans put an underwater blockade around Britain. German U-boats sank so many British ships that the British couldn't build new ships fast enough to replace them. To the British, the U-boat was the newest monster of the seas.

Sailors had believed in sea monsters for thousands of years. But by the late 1800s, most people had decided that there were no such things. This July sighting by the U-28 wasn't the only time, however, that a German U-boat saw a "sea serpent." In the North Sea in July 1918, the captain of U-109, Werner-Lowisch, reported that he and another sailor had seen an animal with "a long head, jaws like a crocodile's, and legs with very definite feet."

The British, looking for man-made monsters in the form of U-boats, also spotted strange sea creatures. A British armed merchant ship, HMS *Hilary*, was sailing just south of Iceland in May 1917 when the captain saw something that looked like a tree trunk in the ocean. The *Hilary* was a fast ship, armed with three cannons for hunting U-boats. The captain decided to use the strange floating object for target practice.



“A careful look through my glasses . . . made it clear that the thing was alive,” wrote the British captain, F.W. Dean. “The head was about the shape of, but somewhat larger than a cow . . . As we passed, the head raised itself two or three times . . . to get a good look at the ship . . .”

Several of the *Hilary*’s officers looked at the animal and guessed its full length at about sixty feet—the same size as the “underwater crocodile” Forstner had seen two years before.

Incredibly, after looking at the sea creature, which seemed not to fear them and didn’t try to attack, the crew of HMS *Hilary* shot it with their cannons. The wounded animal thrashed around for a few seconds, then sank and disappeared.

A few days after HMS *Hilary* killed the creature, a U-boat sank the *Hilary* with a torpedo. The crew escaped in lifeboats and later told writers and scientists about the sea monster.

The First World War was a high point for the sighting of sea serpents because sailors of all sides patrolled the oceans, looking for warships or submarines. Oddly enough, since the end of World War I in 1918, few oceangoing sea serpents have been reported. Some of the strange creatures—if they existed at all—may have been mistaken for submarines and attacked and killed. Or the explosions of shells and bombs may have frightened the monsters and taught them to fear ships. Maybe they’re still there, hiding at the bottom of the ocean.

“When Monsters Meet” by John Koster. Reprinted with permission of the author. Copyright © 1993. All rights reserved.

Answer the following questions about the passage “When Monsters Meet . . .”

**22** Based on the passage, why didn’t Baron Georg von Forstner and his sailors take a picture?

- A There was no camera on board the submarine.
- B The animal disappeared from sight too quickly.
- C They already knew what the animal was.
- D They were afraid to report what they had seen.

**23** Which of these facts about the HMS *Hilary* spotting seems surprising to the author?

- A The ship was sunk by a U-boat a few days later.
- B The animal appeared to be sixty feet long.
- C The ship was patrolling outside British waters.
- D The sailors attacked the nonthreatening animal.

**24** According to the passage, why were there more reports of sea serpents being seen during World War I than at other times?

- A The sailors were watching for strange creatures in the waters.
- B There were more sea serpents in the ocean at that time.
- C The serpents were forced to feed near the surface of the ocean.
- D There were sailors from many countries patrolling the ocean.

**25** The report by the HMS *Hilary* crew was probably believable because

- A most people had already seen one of the sea serpents.
- B the description of the sea serpent was similar to earlier descriptions.
- C warships had often been attacked by the sea creatures.
- D merchant ships had captured some of the sea creatures before.

**26** Based on the last paragraph, how does the author feel about the possibility that sea serpents exist?

- A hopeful that they do exist
- B uncertain whether they exist
- C positive that they do not exist
- D indifferent as to whether or not they exist

**27** Why does the author use the simile “like a tombstone” in paragraph 1?

- A to illustrate the size of the ship
- B to describe the color of the ship
- C to suggest that the battle was unforgettable
- D to emphasize that the encounter was deadly

*Personal safety is always important, but during the holidays it is good to be especially watchful. You are probably not driving to stores yourself yet, but the tips in this passage can help keep you safe while shopping. Read the passage. Then answer questions 28 through 33.*

## Holiday Safety Tips

Frenzied holiday shopping adds to the magic of the season. However, crowded malls and stores are prime targets for purse snatchers, pick pockets and thieves.

Holiday shoppers are easy prey because they carry more cash than usual, use credit cards more frequently and become distracted by the hunt for that perfect gift.

Check this list twice to protect your holiday treasures:

1. Park your car in a well-lit area. Check under and inside your car before getting in.
2. Don't shop alone. Shopping with a friend or family member is more fun and safer, too.
3. Avoid carrying large sums of money or numerous credit cards.
4. If you carry a purse, throw the strap over your shoulder and keep the bag close to your body, preferably in front of you.
5. Wrap a rubber band or two around your wallet to keep it from slipping out of your pocket.
6. Carry an extra car key with you.
7. Double-check that doors and windows are securely closed and locked before leaving your car in a parking lot.
8. Don't open the car door or window if someone approaches your car. Instead, roll down the window a couple of inches to hear what they have to say.
9. Don't carry packages that obstruct your view.
10. Don't leave packages in open view. Lock them in the trunk or cover them with a blanket or coat.
11. Don't go back to your vehicle to store gifts. Prowlers watch for shoppers who leave their vehicles unattended. If you must store some packages, consider moving your car to another location before returning to the mall.

Most homeowners' and renters' insurance policies will cover the loss of personal belongings, including recently purchased gifts.

"Holiday Safety Tips" from Good Neighbor News® reprinted with permission of State Farm Insurance Company®. Copyright © 2004. All rights reserved.



Answer the following questions about the passage “Holiday Safety Tips.”

**28**

The author suggests that a rubber band be used to

- A hold your shopping bags closed.
- B ensure that your wallet stays in your pocket.
- C secure your packages to each other.
- D keep your credit cards all together in one place.

**29**

According to the passage, packages left in an unattended car should be

- A concealed with a cover.
- B stacked in the back seat.
- C hidden in a shopping bag.
- D placed on the floorboard.

**30**

According to the passage, why is it wise to move your car to a different location after storing packages in it?

- A It may be easier to find the car later.
- B A closer parking place may be available.
- C There may be fewer prowlers in the new parking area.
- D Prowlers may be watching for shoppers who then return to shop.

**31**

Why does the author include a numbered list?

- A to show which steps need to be done first
- B to illustrate which ideas are most important
- C to group tips based on where you are located
- D to make the information easier for you to read

**32**

Based on the passage, which statement **best** summarizes why it is important to be careful while shopping during the holidays?

- A It is difficult to carry many packages at once.
- B It is easy to spend more than can be afforded.
- C It is easy to become a target of criminals.
- D It is tiring to fight the crowds of shoppers.

**33**

The **main** purpose of this passage is to convince people to

- A avoid crowded malls.
- B practice theft prevention.
- C complete holiday shopping early.
- D install better locks on their cars.



You may want to go back and check your answers or answer questions you did not complete.





GRADE

8

Nevada

# Appendix I

## Scoring Support Materials

Grade 8

READING

## Correct Answers for Multiple-choice Items

Item Number	Correct Answer	Content Cluster	Ability Level
1	C	C2	A1
2	D	C2	A2
3	B	C2	A3
4	B	C2	A3
5	D	C2	A2
6	C	C2	A2
7	*	C2	A2
8	D	C3	A2
9	B	C3	A1
10	A	C3	A2
11	C	C3	A2
12	B	C3	A2
13	C	C3	A3
14	*	C3	A2
15	C	C2	A2
16	C	C2	A1
17	D	C2	A1

Item Number	Correct Answer	Content Cluster	Ability Level
18	D	C2	A3
19	B	C2	A3
20	A	C2	A2
21	*	C2	A3
22	B	C3	A1
23	D	C3	A2
24	D	C3	A1
25	B	C3	A2
26	B	C3	A2
27	D	C3	A2
28	B	C3	A1
29	A	C3	A1
30	D	C3	A1
31	D	C3	A2
32	C	C3	A2
33	B	C3	A3

\*Indicates a written-response item. See the following pages for the rubrics and examples of responses.

**Detailed objectives for Content Standards and Ability Levels can be found  
on the Nevada Department of Education Website.**

**Question: 7**

<b>Score</b>	<b>Description</b>
3	Response provides a <b>complete</b> description of the narrator's view about a girl being good at math and a complete explanation of how she developed that view. Response is supported by details from the passage.
2	Response provides a <b>limited</b> description of the narrator's view and explanation of how she developed it. Response is supported by limited details (number or quality) from the passage. OR Response provides either a complete description of the narrator's view or a complete explanation of how she developed that view. The other element of the task may not be addressed. Response is supported by details from the passage.
1	Response provides a <b>minimal</b> description of the narrator's view and/or a minimal explanation of how she developed that view. Response is supported by few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample 3-point response:

Even though her American friends think it is strange, the narrator does not find it a bit unusual for girls to do well at math. There are two reasons for this: her cultural heritage and her own family circumstances. The narrator says that women in China regularly keep the household accounts and manage the budgets, which is (or was) unusual in the United States. And her family circumstances prove that point. The narrator herself, though she struggled in a math class as a child, excelled at math when she got older with the help of her father. Also, in the narrator's house, the mother made the major financial decisions. When the mother bought a piece of land that a realtor tried to get from her, the father did not urge her to sell. This shows that he trusted her decision.

**Question: 14**

<b>Score</b>	<b>Description</b>
3	Response identifies <b>two</b> problems the Wright brothers faced prior to their successful flight on December 17, 1903, and provides a <b>complete</b> explanation of how the Wright brothers solved the two problems. Response is supported with details from the passage.
2	Response identifies <b>two</b> problems the Wright brothers faced prior to their successful flight on December 17, 1903, and provides a <b>limited</b> explanation of how the Wright brothers solved the two problems. Response is supported by limited details (number or quality) from the passage. OR Response identifies <b>one or two</b> problems the Wright brothers faced prior to their successful flight on December 17, 1903, and provides a <b>complete</b> explanation of how the Wright brothers solved <b>one</b> of the problems. Response is supported with details from the passage.
1	Response identifies <b>at least one</b> problem the Wright brothers faced prior to their successful flight on December 17, 1903, and provides a <b>minimal</b> explanation of how they solved the problem(s). Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample 3-point response:

One problem the Wright brothers faced prior to their successful flight was how to keep the wings of the aircraft balanced. They solved this problem by watching large birds called buzzards. These buzzards twisted the tips of their wings in different directions as they soared through the air. The Wright brothers imitated the buzzards by putting strings on the tips of a kite with two five-foot wings. When they pulled the strings, it warped the kite and it allowed them to control the kite.

A second problem the Wright brothers faced was finding the right shape for the aircraft's wings to give the aircraft more lift. The brothers built a wind tunnel, a wooden box with a fan at one end, to test different wing shapes. They also used the wind tunnel to find the right size and shape for the propellers. By experimenting, the brothers discovered the best way to shape the wings and propellers, which led to their first successful flight.

**Question: 21**

<b>Score</b>	<b>Description</b>
3	Response provides a <b>complete</b> description of the traits that helped the Delany sisters to succeed. Response is supported by details from the passage.
2	Response provides a <b>limited</b> description of the traits that helped the Delany sisters to succeed. Response is supported by limited details (number or quality) from the passage.
1	Response provides a <b>minimal</b> description of the traits that helped the Delany sisters to succeed. Response is supported by few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample 3-point response:

There were many things that helped the Delany sisters to succeed. First of all, they were flexible. It was hard to find an apartment in Harlem, so even though they had to share a three-room apartment, all of the sisters and brothers moved in together. Second, they were hard-working. They said that they worked like dogs. Finally, they were open to new things. Some people might have been scared by all the different kinds of people, but not the Delany sisters. They wanted to succeed.



GRADE

8

Nevada

## Appendix II

# Administrative Support Materials

Grade 8

READING

Name: \_\_\_\_\_

## Answer Document

### Reading

1.	(A)	(B)	(C)	(D)
2.	(A)	(B)	(C)	(D)
3.	(A)	(B)	(C)	(D)
4.	(A)	(B)	(C)	(D)
5.	(A)	(B)	(C)	(D)
6.	(A)	(B)	(C)	(D)
7.	Written Response			
8.	(A)	(B)	(C)	(D)
9.	(A)	(B)	(C)	(D)
10.	(A)	(B)	(C)	(D)
11.	(A)	(B)	(C)	(D)
12.	(A)	(B)	(C)	(D)
13.	(A)	(B)	(C)	(D)
14.	Written Response			
15.	(A)	(B)	(C)	(D)
16.	(A)	(B)	(C)	(D)
17.	(A)	(B)	(C)	(D)

18.	(A)	(B)	(C)	(D)
19.	(A)	(B)	(C)	(D)
20.	(A)	(B)	(C)	(D)
21.	Written Response			
22.	(A)	(B)	(C)	(D)
23.	(A)	(B)	(C)	(D)
24.	(A)	(B)	(C)	(D)
25.	(A)	(B)	(C)	(D)
26.	(A)	(B)	(C)	(D)
27.	(A)	(B)	(C)	(D)
28.	(A)	(B)	(C)	(D)
29.	(A)	(B)	(C)	(D)
30.	(A)	(B)	(C)	(D)
31.	(A)	(B)	(C)	(D)
32.	(A)	(B)	(C)	(D)
33.	(A)	(B)	(C)	(D)

**WRITTEN RESPONSE  
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**Go to question number 14.**

**WRITTEN RESPONSE  
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**DO NOT WRITE IN THIS SPACE**

**STOP**

**Go to question number 14.**



**Keith W. Rheault**

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